

<https://bit.ly/Fall21ESOL>

2021 Fall DESE ESOL Coordinators Training

...

Updates for 2021-22

Tricia Kerr
DESE ESOL Program Director
Title III Co-Coordinator



<https://bit.ly/Fall21ESOL>

...





Congratulations
on returning to
School.



Meet your Arkansas English Learner Team

NORTHWEST



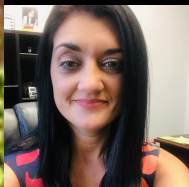
Lisa Coats

NORTHEAST



Tracy Leone

CENTRAL



Paula Vasquez

SOUTHWEST



Jana Catlett

SOUTHEAST



Abbey Ebarb

State ESOL
Program Director &
Title III
Co-Coordinator



Tricia Kerr

State Assessment
Specialist & Title III
Co-Coordinator



Dr. Alan Lytle

ESOL
Admin. Assistant



Erika Regier



Division of Elementary
and Secondary Education

DESE ESOL Team

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**We're Here
to Serve You**



DESE ESOL Team

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**We're Here
to Serve You**



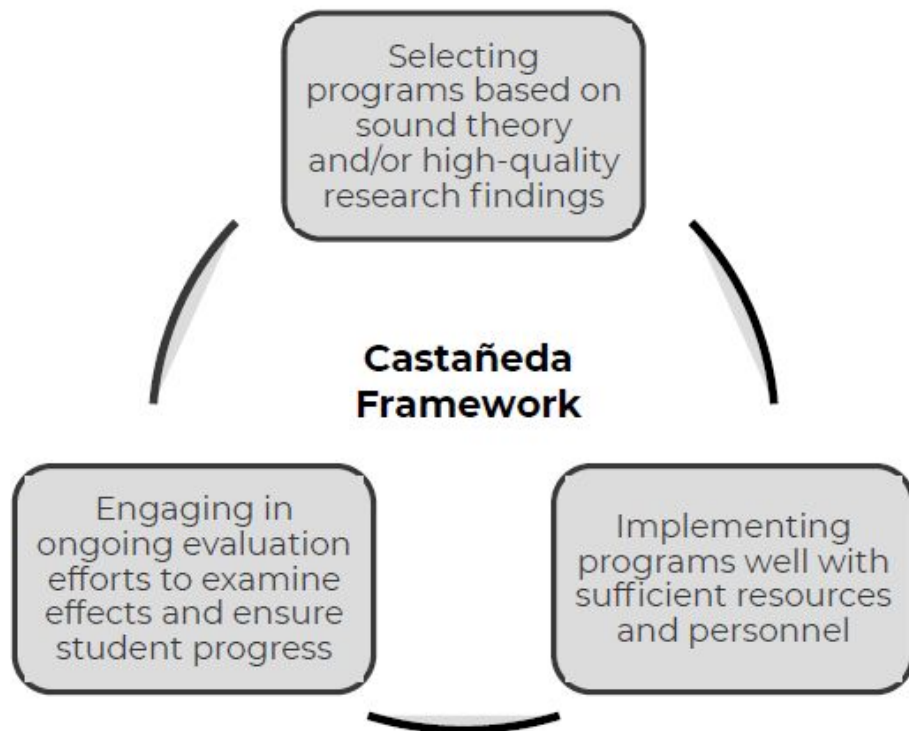


“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

--Lau v Nichols, 414 U.S. 563 (1974)

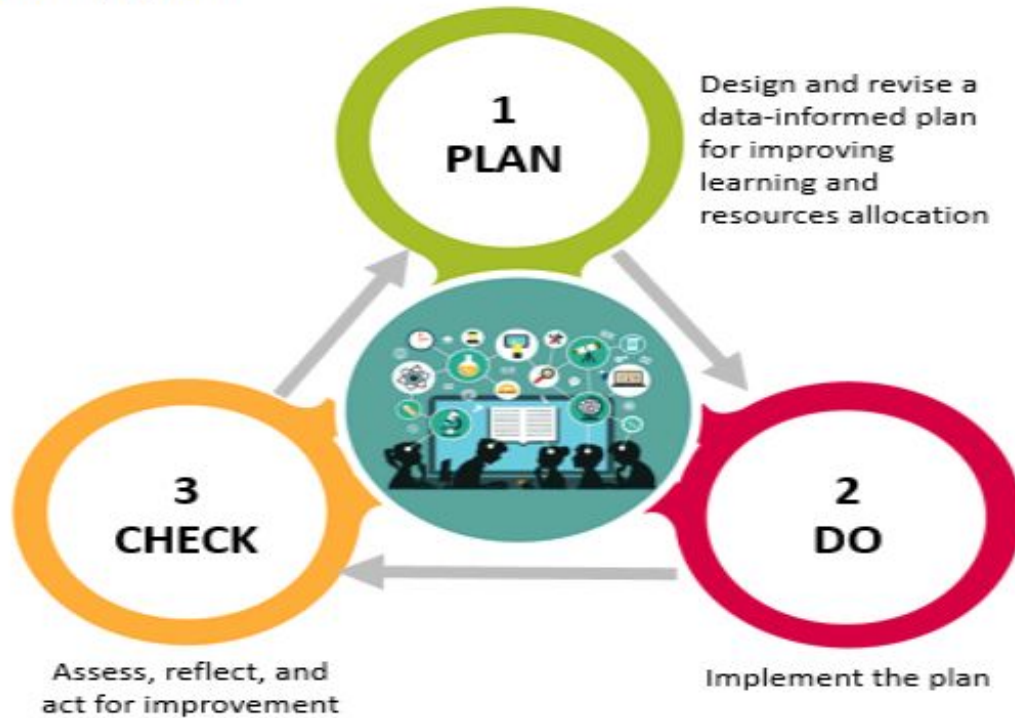


ENSURING ACCESS TO AN EQUITABLE EDUCATION



Source: Callahan, R.M. & Hopkins, M. (2018). Using ESSA to improve secondary English learners' opportunities to learn through course taking. *Journal of School Leadership*, 27(5), 756-767.

Cycle of Inquiry Model



How can leaders support implementation of the Castañeda framework?

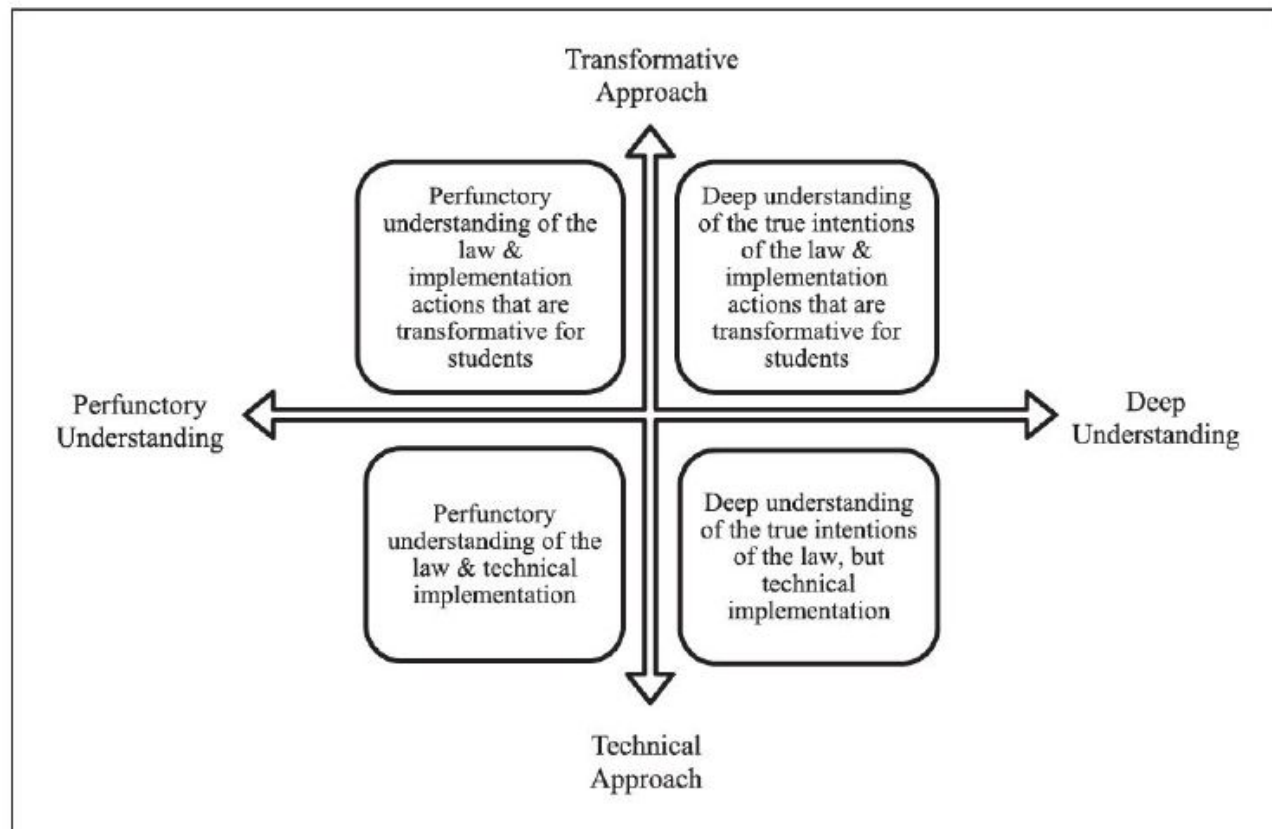


Figure 1. Toward a framework of policy implementation for social justice.

Source: Mavrogordato, M., & White, R. S. (2020). Leveraging policy implementation for social justice: How school leaders shape educational opportunity when implementing policy for English learners. *Educational Administration Quarterly*, 56(1), 3-45.



Transformative Approach

Prong 1 (Basing Decisions on Sound Theory and Research)

- Emphasis on deepening research understanding across the organization
- Focus on articulation of sound theory and evidence-based programming
- Developing a critical lens

Prong 2 (Implementing with Sufficient Resources and Personnel)

- Examine whether funds are being spent to support coordinated plan
- Stretch capacity over entire organization to ensure EL advocacy does not rest with one leader or in one office
- System-wide coherence through vision, programming, & personnel

Prong 3 (Ongoing Evaluation)

- Partner with data & assessment to inform monitoring efforts
- Develop formative assessment tools to inform regular and ongoing reviews
- Lead and engage in continuous improvement cycles

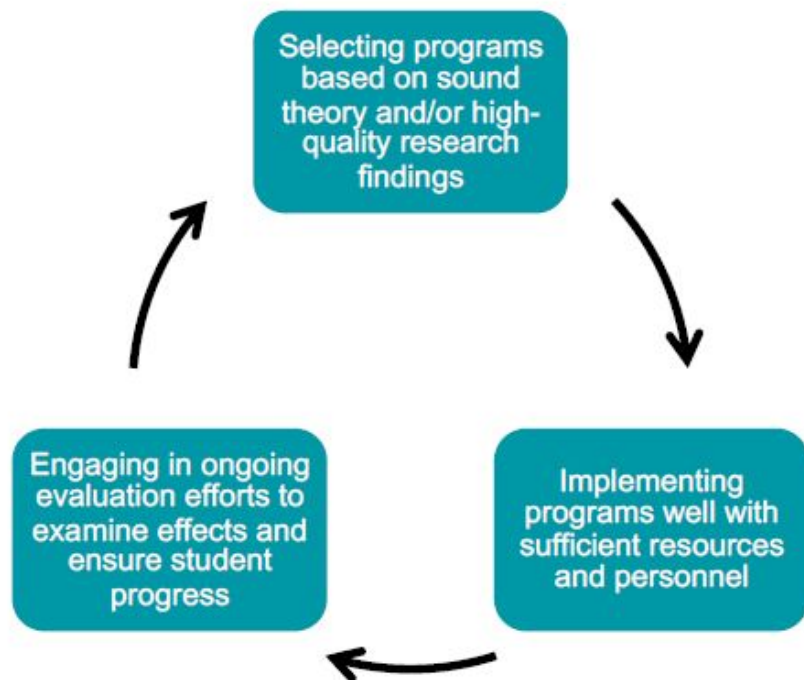
Technical Approach

- Concerned about following the law
- Responsibility rests with individuals
- Symbolic investments geared toward ensuring compliance
- Limited by external- or self-imposed constraints
- Emphasis on demonstrating compliance

Principle 1: Elevate support for EL students and families as an urgent priority and establish an asset-based foundation for continuous improvement efforts.

Principle 2: Partner with stakeholders to ensure continuous improvement efforts are targeted to address EL students, families, and community needs.

Principle 3: Develop tools and processes that facilitate the use of data to inform continuous improvement of EL programs and services.



Professional Learning Communities and ELs

Focus on Learning

- 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course?
- 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis?



Professional Learning Communities and ELs

3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty?

4) What will we do if they already know it?

Focus on Collaborative Culture

Focus on Results



CCSSO SELF-ASSESSMENT TOOL FOR LOCAL LEADERSHIP

LIEP Program Model Integrity Resource (whether
remote/hybrid/in-person)

Maine Dept of Education Resource on English Language Acquisition
Service Provision and Staffing Based on OCR Cases

Meeting the Civil Rights Requirements of Multilingual Learners in
Washington State



Updates Specific to Arkansas for 2021-22

- Updated DESE English Learners Website
- Funding for EL Programming/Services
- ELPA21 (Provisional Identification Process no longer available)
- Clarification on Exit/Monitoring



Updates Specific to Arkansas for 2021-22

- RAEL Determination tips
- Recent Immigrant Determination tips
- TransACT Parent Notices
- CGSA EL Program Implementation Survey



Updates Specific to Arkansas for 2021-22

- District English Learner Plan Walk-Through
- ARKTESOL/DESE ESOL Coordinators Training
- Bilingual/Dual Immersion



Updated DESE English Learners Website

English Learners ▼

Legal Obligations for Serving English Learners

District English Learner Plan Requirements

Arkansas English Learner Entrance and Exit
Procedures

English Learner Resources for ESOL
Coordinators

English Language Proficiency Standards



Funding for EL Programming/Services

- Office for Civil Rights' Title VI Obligations expected to be met regardless of funding source
- Potential Funding Sources for Core LAU Services as Described on District EL Plan:
 - ELL Categorical Funds (\$359/identified English Learner as of October 1)
 - Foundational Funding
 - Local Funds



Determining ELL Funds 2021-22

- Based on the number of English Learners (ELs) identified by each school district
- Determination will be made utilizing Cycle 2 data retrieved from eSchool
- DESE will pull the APSCN Language Minority Student (LMS) Error Report data on the first Saturday in October for all districts. If this is not “clear” for a district, the district may be required to correct data and submit separate data reports to DESE.
- \$359 per EL student, K-12 **New**

**Run your eSchool/COGNOS LMS Error Report daily/
weekly to ensure it is clear of errors!!**



English Language Learner Funds Calculation

Based on Cycle 2

When the **value box** is checked next to the “ELL Entry/Exit Start Date” **AND** there is an **English Learner Start Date**, that is registered as “ELL=Y” and the student is counted as an English Learner for ELL Categorical Fund purposes and federal data reporting purposes. **NO Former EL/Students with an EL End Date Count!**

COGNOS Report—“Language Minority Student Error Report”

Critical to run this regularly!!

Must be clean on first Saturday in October when DESE pulls statewide report



Funding for EL Programming/Services

- Potential Funding Sources for Addressing Learning Opportunity Loss--All of the above plus ESSER funds
- Potential Funding Sources for Supplemental Services
 - Title I
 - Title II--Professional Development
 - Title III

Always important to collaborate with other programs to coordinate individualized services that each child is eligible for and needs.



USING ESSER FUNDS TO SUPPORT EL EDUCATION

Webinar 8/24/21 (Must login
free to NAELPA website)



ELPA21

- 2021-22 LiveBinder available
 - ◆ Where are the ELPA21 Training Manuals/Modules?
- **Future Kindergarten** Screener proficiency definition:
All domain scores must be a 3 or higher.
- Spring 2022 Window: February 21 - April 8



ELPA21 Scores to Use Fall 2021

- Students NEW to Arkansas
 - ◆ If transferred from another ELPA21 state, may use Spring 2021 ELPA21 Scores
 - ◆ All others, ELPA21 Screener administered



ELPA21 Scores to Use Fall 2021

- Students returning to an(other) Arkansas school
 - ◆ Spring 2021 ELPA21 Scores
 - ◆ Spring 2020 ELPA21 Scores
 - ◆ ELPA21 Screener administered in 2020 or 2021 calendar years
 - ◆ Anything OLDER than that needs to be screened again



Clarification on Exit/Monitoring

Review Arkansas English Learner Entrance and Exit Procedures page

Professional Judgment Rubric Exit Criteria “2 Data Points”

1. Gather ALL available evidence (summative and formative assessments; portfolios; interim assessments; CTE assessments; grade level screening assessments; common formative assessments/final exams; ASVAB; Civics exam; etc.)
2. If ANY TWO data points indicate performance at a level comparable to what would be expected of grade level peers exists, then it counts as evidence



Clarification on Exit/Monitoring

- One MUST locate two pieces of evidence that meet the expectation in order to exit a student from English Learner status (in addition to proficient ELPA21 score). Otherwise, student may not exit. DIG DEEP!
- Do NOT return a Monitored Former EL to English Learner status solely due to lack of two data points to consider. Dig deep to locate at least TWO data points to consider--how would you know if a student at that grade level is performing as expected? (Just can't be "class grades".)



EL Entry Date

- First day student attended ANY school in the 50 US States or DC in Grades K-12
- NEVER changes when moves from district to district



Recently Arrived English Learner

- Title I
- Affects ESSA Accountability Calculations--so only applies to Grades 3-11
 - ◆ Year 1 - Assessment scores do NOT count towards growth or achievement calculations
 - ◆ Year 2- Assessment scores apply to growth, but excluded from achievement
 - ◆ Year 3- Assessment scores apply to growth and achievement



Data Entry Info--RAEL

ONLY MUST Enter RAEL Data for students in Grades 3-11

COGNOS Report: ASPCN Recently Arrived English Learners

- 1) Enter desired date (May 16, 2022)
- 2) Select desired status to check (check all)
- 3) Select desired building

Use results to see if RAEL Year (automatically calculated) matches the “ELL Recently Arrived Code”. Fix code if justified

Keep in mind--this is CUMULATIVE time!




ELL

New entry: Click the Save icon to create the screen for this student.

ELL Fields

| | | | |
|---------------------|--------------|---------------------|--|
| ELL Entry/Exit | Not Assigned | ESL/ELL Waived Date | |
| ESL/ELL Monitored | | ELD Program Type | |
| Core Content Access | | Recently Arrived EL | |



Recently Arrived English Learner (RAEL)

This is to identify recently arrived English learner students.

Determine the cumulative number of months the student has attended a US school **as of May 16, 2022**, and indicate the correct RAEL status. **(ONLY Count 50 US States and DC)**



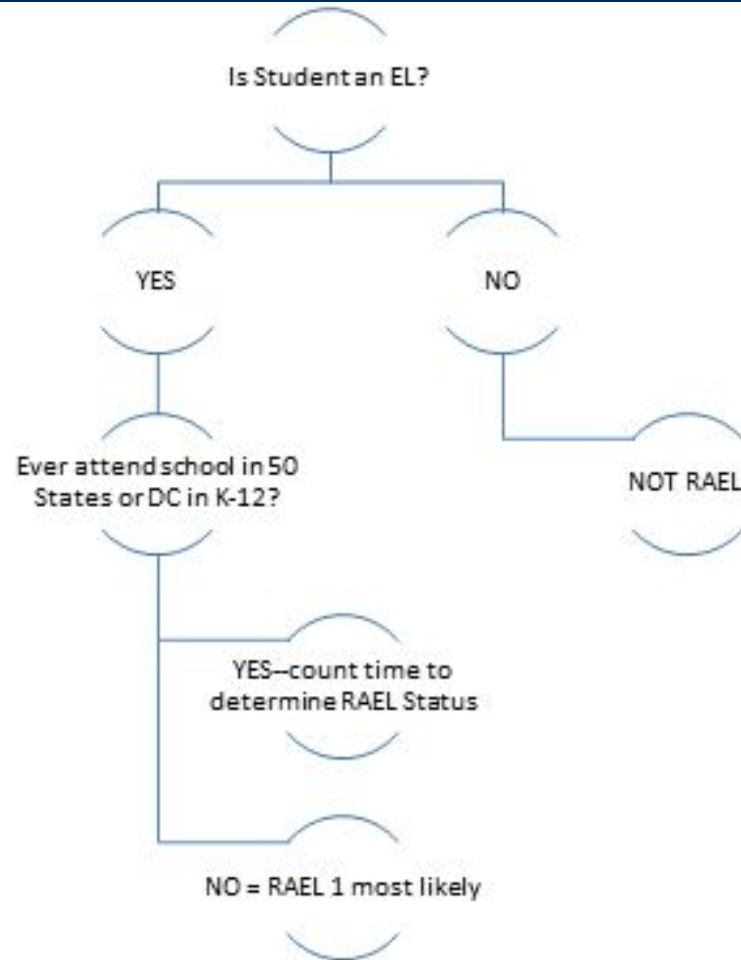
1 - RAEL1 = A Recently Arrived English Learner within their first 12 cumulative months of school attendance in the US.

2 - RAEL2 = A Recently Arrived English Learner within their second 12 cumulative months of school attendance in the US.

3 - RAEL3 = A Recently Arrived English Learner within their third 12 cumulative months of school attendance in the US.

NA = Not Applicable





RAEL Decision Tree for Grades 3-11



Immigrant (or Recent Immigrant)

- Title III
- Determines need for Title III Recent Immigrant Grant
- NOT Connected at ALL to immigration status--do NOT inquire about passport, visa, permits, etc
- ONLY need to know: Birthplace & Location of K-12 Schools Attended



Immigrant Definition

•A student who is:

1. Between the ages of 3 and 21 **and**
2. Who was not born in any state **(50 US States, DC, Puerto Rico)** **and**
3. Has not attended one or more schools in any one or more states for more than 3 full academic years **(K-12) (50 US States, DC, Puerto Rico).**

Value = Y/N

Definition provided by USDOE



(Note: Not all EL are Immigrant; Not all Immigrant are EL)

Personal

Race*

| Order* | Race* | |
|--------|-----------|--------------------------|
| 1 | W - White | <input type="checkbox"/> |
| | | <input type="checkbox"/> |

Federal Code 6 White

ELL Years **Not used by state**

Migrant ☐

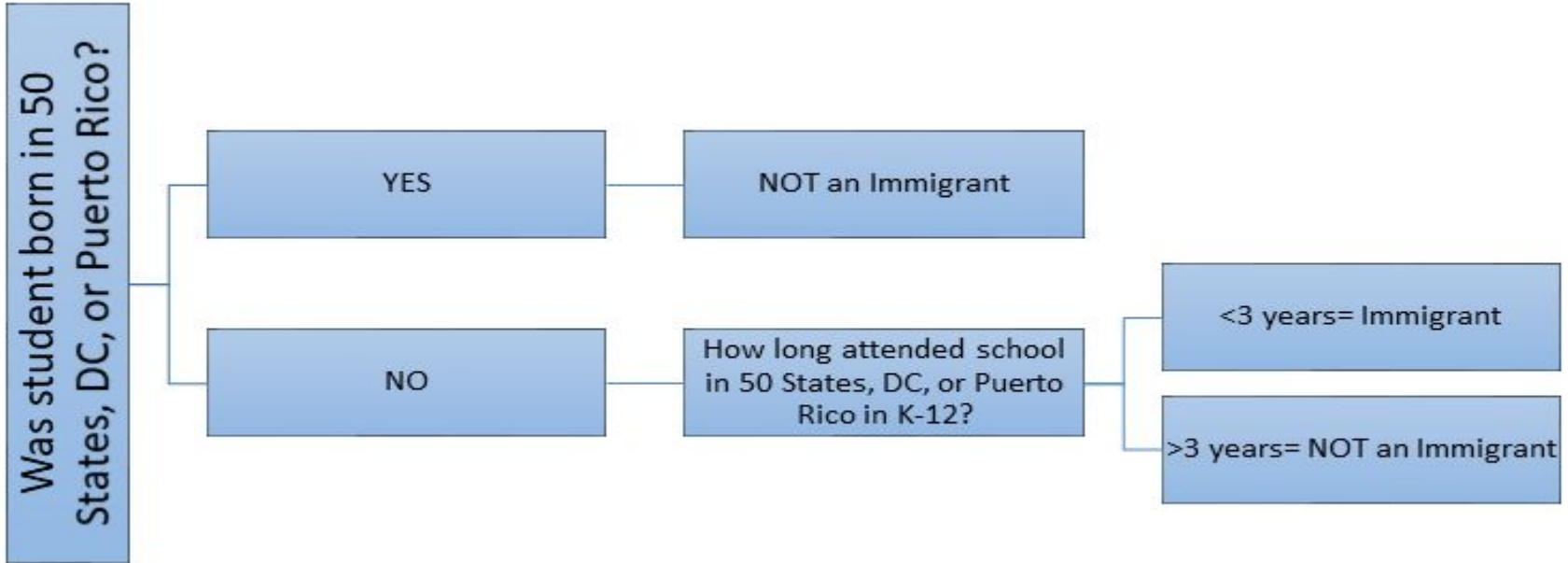
Migrant ID

Immigrant ☐

Immigrant - Checked if the student meets federal definition of an immigrant for educational purposes (see prior slide)



Immigrant Decision Tree, K-12



RAEL and Immigrant Students

Comparison of the two in ESSA



Puerto Rico

RAEL

Title I

MUST be an English Learner

Must go to school in 50 states/DC less than three years

Recent Immigrant

Title III

Must be born outside 50 states/DC/Puerto Rico

Must go to school in 50 states/DC/Puerto Rico for less than three years



Case A

Maribella was born in Mexico and then moved to Puerto Rico when she was 6 years old. She attended 1st -3rd grade in Puerto Rico and moved to Arkansas in August 2021.

What is her RAEL Status?

RAEL 1

What is her Immigrant Status?

NOT a Recent Immigrant due to three years in Puerto Rico



Case B

Jonathan was born in Puerto Rico and attended K -3rd grade in Puerto Rico He moved to Arkansas in August 2021.

What is his RAEL Status?

RAEL 1 IF he is an English Learner

What is his Immigrant Status?

NOT a Recent Immigrant due to being born in Puerto Rico.



Data Clarity for Puerto Rico Students

- Double check EL Entry Date--must be date that the student began school in the 50 States/DC (NOT Puerto Rico)
- Double check Recent Immigrant Status--If born in PR, not a Recent Immigrant. If more than 3 years in 50 states/DC/Puerto Rico, not a Recent Immigrant



TransACT Parent Notices

- Commissioner's Memo LS-22-013
- SIS Integration process--IT Director completes form to initiate
- District "TransACT Administrator"
 - ◆ ESOL Coordinator
 - ◆ Communications staff member
 - ◆ Translator for District
 - ◆ Administrative Assistant
 - ◆ Can be more than one--allows ability to add users and add district translated forms



TransACT Parent Notices

- Training on Commissioner's Memo
- Training on portal once logged in
- Users obtain account
 - ◆ Once SIS integration complete, all staff members will be emailed a unique login to confirm
 - ◆ District TransACT Administrator may add users (training videos in platform)
 - ◆ Users may contact support@transact.com



TransACT Parent Notices

- Title III Districts that serve Private School English Learners
 - ◆ May add the private school to TransACT
 - ◆ Contact Erika Regier (erika.regier@ade.arkansas.gov)
- Parent Notices Flyer for more information



District English Learner Plan

- Title III Districts submitted in application June 25
- ALL other districts submit October 1 in Indistar
- Updates include:
 - ◆ Assurance to ensure meaningful communication with LEP parents
 - ◆ Distance Learning ELD descriptions for full-time virtual and blended options (if offered)
 - ◆ District ESOL Program Guide may be submitted (type web address where available/tinyurl/bitly, etc)
- Research on ELD and Access to Core



2021-22 English Learner Plan Walk-Through



**DIVISION OF ELEMENTARY
& SECONDARY EDUCATION**

**Tricia Kerr, ESOL Program Director
Division of Learning Services
Division of Elementary and Secondary Education**

August 26, 2021

Agenda

- Purpose of District English Learner Plan
- English Learner Plan Requirements
- Indistar Location of English Learner Plan
- Components of English Learner Plan
 - ◆ All Districts
 - ◆ Districts with NO English Learners
 - ◆ Districts WITH English Learners
- Program Models
- Sample District English Learner Plan



Purpose of District English Learner Plan

The DESE has a legal responsibility under ESSA, Title VI of Civil Rights Act of 1964, and the Equal Educational Opportunities Act (EEOA) to ensure that all LEAs meet the federal requirements to properly identify, assess, and support English Learners through an effective English language development program.

In order to meet this requirement, all LEAs must submit an annual district-wide English Learner Plan to the DESE, whether currently enrolling English Learners or not.



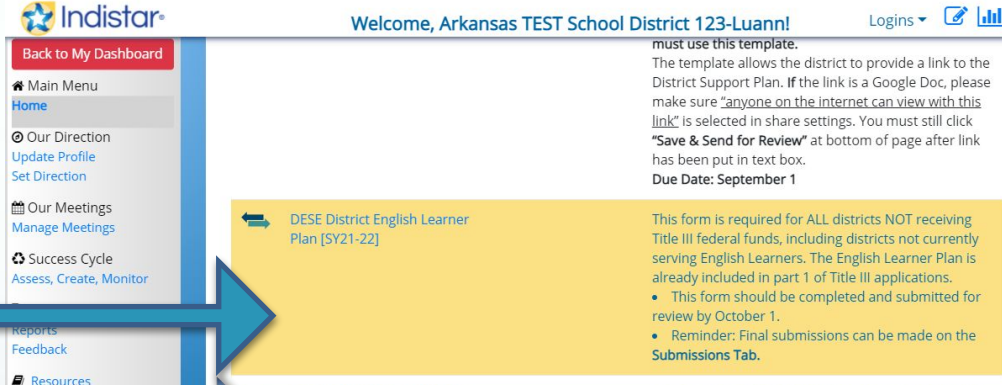
Submission of District English Learner Plans

| Submission Method | Details | Due Date |
|--|---|----------------------------|
| Title III Grant Application | The English Learner Plan is the first part of the Title III Grant Application. | Last Friday in June |
| English Learner Plan for Non-Title III Districts | Districts who do not receive Title III funds will submit this plan in Indistar. | October 1 |



Indistar Location of District English Learner Plan

1. Select your district
2. Go to “Complete forms”
3. Click “DESE District English Learner Plan” {SY21-22}



The screenshot shows the Indistar dashboard for Arkansas TEST School District 123-Luann. The left sidebar contains a menu with the following items: "Back to My Dashboard", "Main Menu", "Home", "Our Direction" (with sub-items "Update Profile" and "Set Direction"), "Our Meetings" (with sub-item "Manage Meetings"), "Success Cycle" (with sub-item "Assess, Create, Monitor"), "Reports", "Feedback", and "Resources". A large blue arrow points from the "Reports" item in the sidebar to a yellow box on the main content area. The main content area has a header with "Welcome, Arkansas TEST School District 123-Luann!" and "Logins" with icons. Below the header, there is a section titled "must use this template." with instructions: "The template allows the district to provide a link to the District Support Plan. If the link is a Google Doc, please make sure 'anyone on the internet can view with this link' is selected in share settings. You must still click 'Save & Send for Review' at bottom of page after link has been put in text box. Due Date: September 1". Below this, there is a yellow box with a link icon and the text "DESE District English Learner Plan [SY21-22]". To the right of this box, there is a text block: "This form is required for ALL districts NOT receiving Title III federal funds, including districts not currently serving English Learners. The English Learner Plan is already included in part 1 of Title III applications. • This form should be completed and submitted for review by October 1. • Reminder: Final submissions can be made on the Submissions Tab."



Components of English Learner Plan

All Districts—District Info, ESOL Coordinator contact information, and name of person completing the plan

| | | | |
|---|--|------------------|-----------------------------|
| Arkansas Indistar | | | |
| <u>English Learner Plan for Non-Title III Districts</u> | | | |
| Page 1 of 1 | | | |
| District: | | LEA: | |
| | | | |
| Name: | | ESOL Coordinator | Person Completing This Plan |
| Telephone Number: | | | |
| Email: | | | |



English Learner Plan Requirements

- LEAs must identify potential English Learners through the use of the Arkansas Home Language Usage Survey and a valid and reliable English language proficiency test. See the [Arkansas English Learner Entrance and Exit Procedures Manual](#).
- Arkansas uses the ELPA21 Screener to screen for initial English language proficiency and ELPA21 Summative to assess English language proficiency annually.
- See the [Arkansas DESE ELPA21 Webpage](#) for further information, including a link to the current year's ELPA21 Livebinder.



English Learner Plan Requirements

- LEAs must take affirmative steps, beyond the curriculum provided to any student, so English Learners can meaningfully participate in their educational programs and services. The language assistance services must be educationally sound and proven successful. Examples of program models are provided later in this presentation.
- LEAs must provide the personnel and resources necessary to effectively implement their chosen EL program model. This obligation includes having highly qualified teachers to provide language assistance services, trained administrators who can evaluate these teachers, and adequate and appropriate materials for the EL programs. See the [Arkansas English Language Proficiency Standards webpage](#) for additional information regarding the English Language Proficiency Standards.



English Learner Plan Requirements

- LEAs must monitor the progress of all of their English Learners in achieving English language proficiency and acquiring content knowledge as well as evaluate the success of the program.
- Once students are placed as a Former English Learner student, LEAs must monitor the academic progress of former ELs for at least four years to ensure that students have not been prematurely exited, that their academic deficits are remedied, and that they are meaningfully participating comparably to their never-EL peers.



English Learner Plan Requirements

- LEAs must only use local and state funding (foundation funding, ELL/ESA/PD Categorical funds) to provide the English Learner program. Federal grants with supplement not supplant provisions, such as Title I and III, must provide supplemental services to eligible English Learners beyond the English Learner program. This requirement has not changed under ESSA.



Components of English Learner Plan

A. If the LEA does NOT have any English Learners currently enrolled, please check the next two boxes: (Districts WITH English Learners, please proceed to part B.)



☐ We assure that as of the date of this submission, the LEA has no identified English Learners. If an English Learner is identified prior to the submission of next year's plan, the LEA will take steps to ensure proper identification, assessment, and instruction are carried out as outlined in the English Learner Plan requirements above.



☐ We assure that we are doing items #1, #2, #8 (as appropriate), and #9 (as appropriate) in the LEA Language Minority Assurances Table below and, in the event that an English Learner enrolls in our district will complete all of the other items and submit an updated District English Learner Plan.



If the LEA does NOT have any English Learners and the two boxes above are checked, please proceed to submit this plan to DESE in Indistar.



LEA Language Minority Assurances Table

B. If the LEA **DOES** have English Learners, please complete the assurances table below.

LEA Language Minority Assurances Table

By checking each box, the LEA assures that the LEA complies with that item and that 100% of EL students are correctly identified and included in the annual English Language Proficiency Assessment each year until reaching proficiency.

*For additional resource links, please click HINTS.

Hint

- ☐ 1. Administer the Home Language Usage Survey (HLUS) only to students enrolling in the LEA for the first time; the original HLUS is obtained for a student transferring from another Arkansas school.
- ☐ 2. Maintain a copy of every student's HLUS, including students whose HLUS indicates English only.
- ☐ 3. Within 30 days of enrollment at the beginning of the school year, or within two weeks of enrollment during the school year, administer the English proficiency screener (ELPA21 Screener) to new students whose HLUS indicates a language other than English for any of the three questions OR obtain the previous annual ELPA21 Summative assessment results for students previously identified as an English Learner by another Arkansas school or ELPA21 consortium state.
- ☐ 4. Notify parents of students' English Learner status annually via a Parent Notification form
- ☐ 5. Maintain a local system to track English Learners in order to provide core EL program services and report English Learners to the DESE through regular Cycle reporting.
- ☐ 6. Develop an Initial Placement/Annual Review Form and provide core EL program services until student reaches proficiency on the ELPA21 Summative assessment along with 2 data points on the Professional Judgment Rubric.
- ☐ 7. Administer the ELPA21 Summative English language proficiency assessment annually to 100% of English Learners.
- ☐ 8. Maintain a local system for rigorous monitoring of Former English Learners (FELs) during their mandated four-year monitoring period to ensure that former English Learners are meeting the same challenging standards as never-EL students using the required Arkansas DESE Language Minority Student Exit/Monitoring Form.
- ☐ 9. Ensure meaningful communication with LEP (Limited English Proficient) parents in a language they can understand and to adequately notify LEP parents of information about any program, service, or activity of a school district or SEA that is called to the attention of non-LEP parents.

Districts WITH
English
Learners
Complete
Part B

Check ALL 9 Boxes



LEA Language Minority Assurances Table

Several forms are hyperlinked back to the DESE English Learners webpage in the hints for your convenience.

B. If the LEA DOES have English Learners, please complete the assurances table below and the following Core EL Program (Lau) Plan.

*For additional resources

Hint

Hint

1. Administer the **Home Language Usage Survey (HLUS)** only to students enrolling in the LEA for the first time; the original HLUS is obtained for a student transferring from another Arkansas school.
2. Maintain a copy of every student's HLUS, including students whose HLUS indicates English only.
3. Within 30 days of enrollment at the beginning of the school year, or within two weeks of enrollment during the school year, administer the English proficiency screener (ELPA21 Screener) to new students whose HLUS indicates a language other than English for any of the three questions **OR** obtain the previous annual ELPA21 Summative assessment results for students previously identified as an English learner by another Arkansas school or ELPA21 consortium state.
4. Notify parents of students' English learner status annually via a **Parent Notification form (sample forms)**.
5. Maintain a local system to track English learners in order to provide core EL program services and report English learners to the DESE through regular Cycle reporting.
6. Develop an **Initial Placement/Annual Review Form (sample form)** and provide core EL program services until student reaches proficiency on the ELPA21 Summative assessment along with 2 data points on the Professional Judgment Rubric.
7. Maintain a four-year monitoring period to ensure that former English learners are meeting the same challenging standards as never-EL students using the required Arkansas DESE Language Minority Student Exit/Monitoring Form.

Scroll Bar to navigate hints



LAU

The landmark Supreme Court Case *Lau v. Nichols* (1974) states the following: *“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for student who do not understand English are effectively foreclosed from any meaningful education.”*

Therefore, the English language development services that are provided to EL students in order to meet the federal requirements are known as the **Lau Requirements**.



Components of English Learner Plan

C. If the LEA **DOES** have English Learners, please complete the following Core EL Program (LAU) Plan.

If your district **does not** have EL students at any particular grade span, please indicate "No EL students at this level" in the corresponding box.



Core EL Program (Lau) Plan

- 1) LEAs are **required** to provide a core EL program (Lau) whether or not they receive Title funds.
- 2) All federal grants, including Title I and III, must be **supplemental to your core EL program** listed on the plan.
- 3) Staff listed on this plan **must** be paid with state (such as ELL/ESA, foundation funding) or local funds **only**.
- 4) All EL students (Emerging, Progressing, Proficient without Professional Judgment Rubric data points) **must** be provided the core EL program described on this page, in addition to core instruction; instruction in the **core EL** program must be provided by **qualified** teachers **trained in EL strategies**.
- 5) The core EL program, per federal law, **must** be based on **effective** approaches and methodologies that **demonstrate success** in increasing English language proficiency, reasonably calculated for success in terms of resources and personnel, and regularly evaluated to ensure the language barriers are being overcome.



ELD Program Models Used:

| | Elementary | Middle School | High School |
|---|--------------------------|--------------------------|--------------------------|
| Indicate grade levels at this span in your district | | | |
| NO EL students at this grade span | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ELD Push-In (ELD-PI) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ELD Pull-out (ELD-PO) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ELD Embedded (ELD-EM) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ELD Class Period (ELD-CP) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Newcomer ELD (ELD-NP) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ELD Declined Services (ELD-DS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Frequency and Duration for ELD Models Listed Above: | | | |
| Type of Staff for ELD Models Listed Above: | | | |

Total unduplicated headcount of staff paid from local and state funds to provide ELD program models only:

| Certified | Non-Certified |
|-----------|---------------|
| | |



Components of English Learner Plan

If your district **does not** have EL students at any particular grade span, please indicate “No EL students at this level” in the corresponding box.

NOTE: If more than one ELD service model is used throughout the district for a specific grade, school setting or proficiency level, choose from the following options below and list all applicable models. Descriptions of frequency, staff, and materials are not required at this time for the “Access to Core Content Models”.

[Brief Descriptions of the ELD Program Models & Access to Core Content Program Models](#)

[Sample Core EL Program \(Lau\) Plan](#)

These are hyperlinks within the Indistar plan for your convenience



ELD Program Models Used:

| | Elementary | Middle School | High School |
|---|--------------------------|--------------------------|--------------------------|
| Indicate grade levels at this span in your district | | | |
| NO EL students at this grade span | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ELD Push-In (ELD-PI) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ELD Pull-out (ELD-PO) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ELD Embedded (ELD-EM) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ELD Class Period (ELD-CP) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Newcomer ELD (ELD-NP) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ELD Declined Services (ELD-DS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Frequency and Duration for ELD Models Listed Above: | | | |
| Type of Staff for ELD Models Listed Above: | | | |

Total unduplicated headcount of staff paid from local and state funds to provide ELD program models only:

| Certified | Non-Certified |
|-----------|---------------|
| | |



Brief Description of the ELD Program Models

ELD Push-in (ELD-PI) EL teachers or EL Instructional Assistants assisting the classroom teacher in providing English language development to English learners in the classroom helping ELs with comprehension, participation, and completion of classroom assignments. Instructional Assistants need to be under direct supervision of a certified teacher.

ELD Pull-out (ELD-PO) ELs spend part of the day in a mainstream classroom, and are “pulled out” for a portion of the day to receive ELD instruction. Instruction is provided by EL teachers or EL Instructional Assistants working under the direct supervision of a certified teacher. The program targets specific English skills that are preventing students from fully participating in the mainstream classroom. EL students of similar proficiency and/or similar grade level are grouped for instruction. This approach is more common in elementary school settings.



Brief Description of the ELD Program Models

ELD Embedded (ELD-EM) ELs receive their ELD instruction during a mainstream content class by teachers embedding instruction in English language development.

ELD Class Period (ELD-CP) ELs receive their ELD instruction during a regular class period and also receive course credit for the class. This approach is more common in middle schools and high schools.

Newcomer Program – ELD (ELD-NP) Separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly-arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their ELD in this program.



ELD Program Model

- Frequency and duration for ELD Model(s): The frequency with which the student receives English language development services and the number of minutes that are devoted to the service each time.
- Type of Staff for core ELD Model(s): The headcount and roles of state/locally funded staff who provide these services (e.g. “1 certified teacher and 2 paraprofessionals”).
- Total staff paid from local and state funds to provide ELD services. Include the number of certified and noncertified staff, which might include EL or homeroom teachers that provide the **Lau required English language development (ELD)** within the models listed by the LEA.



DIGITAL LEARNING AND ELD SERVICES (NEW)

Digital Learning & ELD Services:

Full-Time Virtual Students - If the district is offering a full-time virtual option for students, and the virtual ELD programming differs from the district's on-site ELD programming, describe below how the virtual program provides K-12 ELD services. Otherwise, state N/A if not applicable.

Blended Learning - If the district needs to pivot from on-site to remote learning, and the remote ELD programming will differ from the on-site ELD programming, describe below how K-12 ELD services will be provided during periods of remote learning. Otherwise, state N/A if not applicable.

Access to Core Content Models Used:

| | Elementary | Middle School | High School |
|---|--------------------------|--------------------------|-------------------------------------|
| Sheltered Instruction (CCP-SI) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Content classes with integrated EL support (CCP-CC) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Newcomer Core Content (CCP-NP) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Access to Core-Declined Services (CCP-DS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Brief Description of Access to Core Content Program Models

Sheltered Instruction (CCP-SI) Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Some examples of sheltered instruction models may include SIOP, GLAD, SDAIE, and CM. Classes using a Sheltered Instruction approach can be designed exclusively for ELs or for a mixture of ELs and non-ELs.

Content Classes with integrated EL support (CCP-CC) This approach has content knowledge as the goal; teachers provide appropriate linguistic accommodations/supports so that English Learners may access the content.



Brief Description of Access to Core Content Program Models

Newcomer Program – Core Content instruction (CCP-NP) Separate, relatively self-contained instructional program designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs on a short-term basis (usually no more than two years) before they enter more traditional programs (e.g., English language development and/or Sheltered Instruction courses or programs). ELs receive their core content instruction in this program. These programs enroll ELs exclusively.



SAMPLE COMPLETED EL PROGRAM LAU PLAN



eSchool Coding

Every English Learner must be coded correctly in eSchool, including identifying which type of ELD Program Model and which type of Access to Core Content Model is being provided to that student.



ENGLISH LEARNER DATA ENTRY INFO

Arkansas English Learner Entrance and Exit Procedures

English Learner Entrance and Exit Procedures Manual



Identifying which students in Arkansas are English Learners (ELs) is critical to the success of these students. To facilitate consistent identification of ELs, reclassification to Former English Learners (FELs), and monitoring of FELs, the Division of Elementary and Secondary Education (DESE) has standardized statewide entrance and exit procedures effective as of the 2018-19 school year. These standardized entrance and exit procedures were developed after consulting with 51 English for Speakers of Other Languages (ESOL) Coordinator groups throughout Arkansas and gathering feedback from ESOL Coordinator groups at several education service cooperatives, as well as collaboration with the Arkansas English Learner/Title III Advocacy Group

representing districts of various sizes throughout the state.

Related Files

- ↓ Professional Judgement Rubric-Exit Criteria (PDF)
- ↓ 2020-21 English Learner Plan Walk-Through - September 2, 2020 (PDF)
- ↓ Home Language Usage Survey Verification Form
- ↓ LMS Sample Forms
- ↓ 2021-22 Language Minority Student/English Learner Data Entry
- ↓ Back to School Checklist for LMS/EL Data Entry
- ↓ COGNOS Reports Information
- ↓ EL Data Entry Flowchart

Final Steps

D. How can your Regional EL Specialist assist your district in the implementation of this plan?--We are here to help!



Final Steps

E. It is highly recommended that districts have a District ESOL Program Guide that outlines how your district carries out the elements of this English Learner Plan. If you have such a guide, please include a hyperlink to it here:

- Submit completed District English Learner Plan in Indistar
- Due: October 1, 2021
- DESE English Learner Unit will review all plans and utilize when providing technical assistance/program support to districts.



ESOL Tools

- Consult the Sample District ESOL Program Guide
- Consult DESE's English Learners' Website
- Consult the Arkansas Entrance/Exit Procedures Manual



DESE English Learners Listserv

K-12 ENGLISH LEARNER LIST

- The DESE English Learners Listserv is designed for educators working with English Learners in the state of Arkansas in Grades K-12. The purpose is to communicate information regarding technical assistance, professional development, and opportunities for schools with English Learners.

To enroll, go to:

http://lists.state.ar.us/mailman/listinfo/ade_english_learners

- You will need to respond to the confirmation email to finalize enrollment!



Meet your Arkansas English Learner Team

NORTHWEST



Lisa Coats

NORTHEAST



Tracy Leone

CENTRAL



Paula Vasquez

SOUTHWEST



Jana Catlett

SOUTHEAST



Abbey Ebarb

State ESOL
Program Director &
Title III
Co-Coordinator



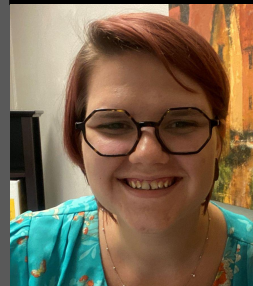
Tricia Kerr

State Assessment
Specialist & Title III
Co-Coordinator



Dr. Alan Lytle

ESOL
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Erika Regier



Division of Elementary
and Secondary Education

DESE ESOL Team

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**We're Here
to Serve You**



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We're Here
to Serve You



2021 ARKTESOL Conference

- Monday, October 25, 2021
- Embassy Suites Northwest Arkansas--Convention Center, Rogers
- Theme: Reconnect in Rogers
- Sarah Ottow, Director and Founder of Confianza

Registration Form-Early Bird-Sept 15; Standard-Oct 15; Late-Oct 16 to Onsite

Call For Proposals - Due September 10, 2021



2021 DESE ESOL Coordinators Training

- Tuesday, October 26, 2021
- Embassy Suites Northwest Arkansas--Convention Center, Rogers
- Theme: Reconnecting and Reviving Our Practices
- Sarah Ottow, Director and Founder of Confianza

Registration Form-Due October 16, 2021 (Free unless cancel after Oct. 16 with no replacement)

- Please note there are two separate codes for the special hotel rate and hotel will not make you move rooms as long as same type each night
- October 24: “AF2”
- October 25: “DEC”



ARKTESOL/DESE ESOL Coordinators Training Hotel

- Please note there are two separate codes for the special hotel rate (\$140 + taxes/night) and hotel will not make you move rooms as long as same type each night.
- October 24: “AF2”
- October 25: “DEC”

Call (479) 845-3271 to make your reservation



Bilingual/Dual Immersion

Act 663

5 (c) As used in this section:

6 (1)(A) "Bilingual program" means a program that uses two (2)
7 languages, a student's primary language and the English language, as a means
8 of instruction.

9 (B) A bilingual program includes building upon a student's
10 primary language skills and develops and expands the English language skills
11 of each student to enable him or her to achieve proficiency in both
12 languages, while providing access to content areas; and

13 (2) "Dual-immersion program" means a program that develops dual
14 language proficiency in two (2) languages by offering a student instruction
15 in English and instruction in another language in a classroom that is usually
16 comprised of half native English speakers and half native speakers of the
17 other language.

18



Session Feedback Form

Make sure you indicate in the chat your name and district if you are watching with a group as we give credit based on Zoom login records.

<https://bit.ly/ESOLPDfeedback>



**Each one of us can make a
difference. Together we
make change.**

Barbara Mikulski

